# READING EXPLORERS™

## VOLUME 2

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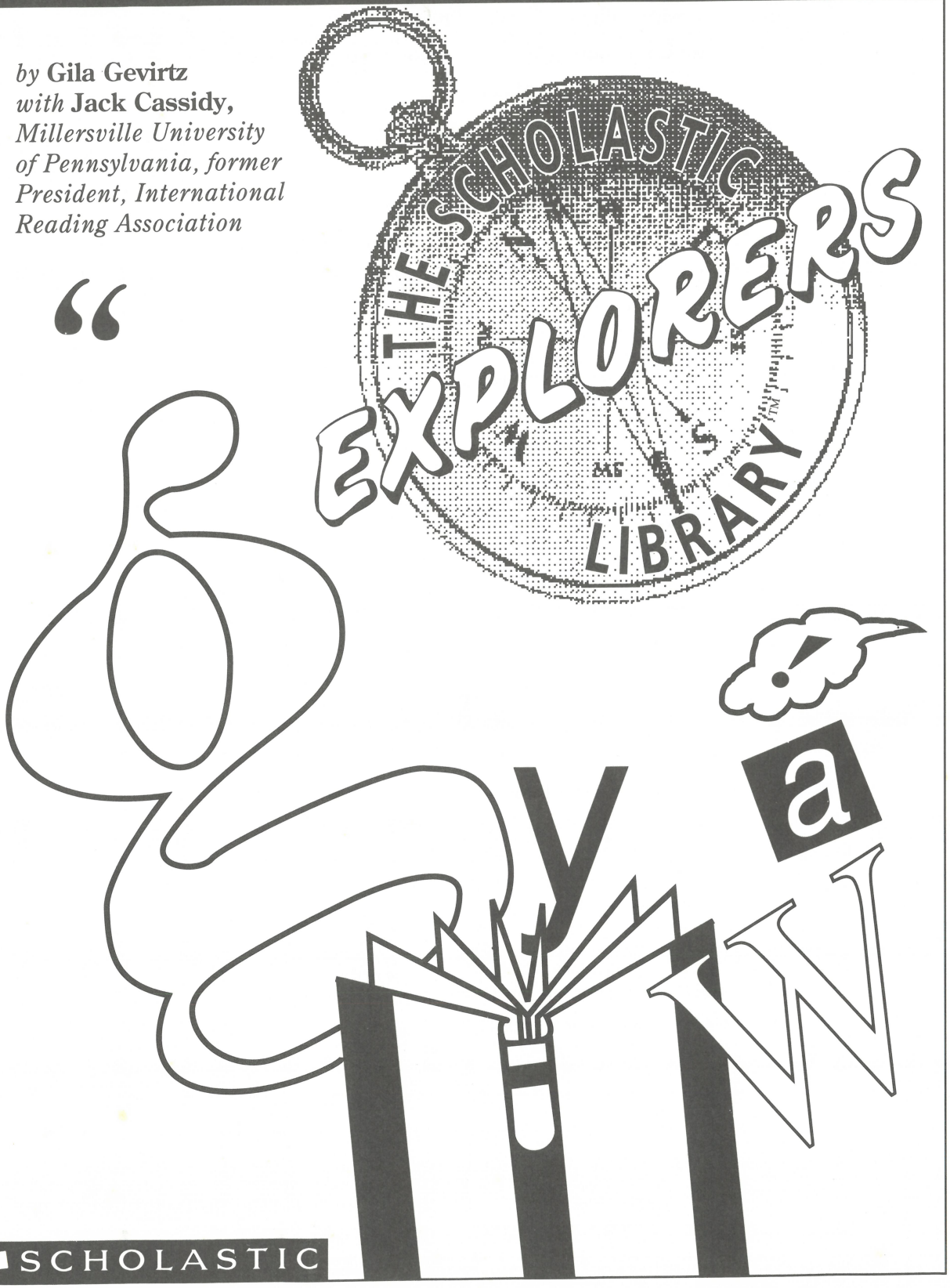


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# INTRODUCTION

Welcome to the *Reading Explorers*™ series, another selection from THE SCHOLASTIC EXPLORERS LIBRARY™. In the spirit of all programs in the LIBRARY, the *Reading Explorers* presents learning as an exciting journey filled with adventure and discovery.

The "uncharted territory" in the *Reading Explorers* is a series of Twistaplots™—high-interest reading adventures in which students select their own paths through branching stories. These motivating programs provide students with a variety of opportunities in which to **make decisions** that affect the story line, **identify the main idea** and **supporting details, draw maps, take notes,** and apply many other **reading, writing,** and **problem-solving** skills.

Furthermore, as "reading explorers," students also apply many of the same strategies real-life explorers use. For example, they

- build on their **prior knowledge**
- apply a variety of **critical-thinking skills**
- **self-check** their work as they progress
- **collaborate** and **brainstorm** with peers to develop effective **problem-solving strategies**, and
- **log** and **communicate** their discoveries in a variety of **media**

Each volume of the *Reading Explorers* contains two Twistaplots on one disk and a Teaching Guide that includes eight one-page Explorer's Logs (activity sheets) and eight corresponding one-page teacher-directed Lessons for each of the two Twistaplots.

As many educators have learned through experience, students who might not be willing to read material in print become highly motivated to succeed at computer-based programs. For this reason, the Twistaplots comprise the series' core reading materials. Indeed, these previously published adventures were chosen because they have been used successfully in classrooms

throughout the country to raise student interest and skill in reading. In fact, the Twistaplots' motivating style, the high level of interaction, and the strong context clues improve students' interest in reading as well as enhance their skills.

Another special feature of Twistaplots is that the feedback is intrinsic rather than extrinsic to the reading experience. This means that the story progresses based on student input. If students do not comprehend what they read, their input will not be appropriate. Therefore, it will not lead to the successful resolution of the plot.

In short, Twistaplots motivate students to develop strong comprehension skills. Students place a value on succeeding in Twistaplots and thus, by extension, they begin to value comprehension skills. For this reason Twistaplot activities are **student-centered** in nature and lead to student success.

The Explorer's Logs complement the software by providing activities that guide students through the reading process. The Logs were designed to help fourth- through sixth-grade students better comprehend the Twistaplot adventures and to develop in the students the necessary skills and strategies to become independent readers. Each Twistaplot has a set of Logs that provides the following support:

*Explorer's Log 1* stimulates **prior knowledge** and helps students make **predictions**.

*Explorer's Log 2* encourages students to use context clues and word-identification strategies to define **vocabulary** words.

*Explorer's Log 3* assists students in **organizing information** through the use of tools such as **graphic organizers** (*e.g.*, story maps and semantic webs), outlines, and lists.

*Explorer's Logs 4, 5, and 6* guide students through a series of questions that leads them from the simple recall of facts to **higher levels of comprehension** such as drawing conclusions and understanding cause-and-effect relationships.

*Explorer's Log 7* provides a **writing activity** in which students can reflect on and clarify their understanding of what they've read.

*Explorer's Log 8* extends student knowledge across the curriculum to **content areas** such as science, social studies, art, and sports.

The Lessons that accompany each of the Explorer's Logs offer teacher guidance on how to implement Log activities. The Lessons also provide answer keys and alternative teaching

strategies and tips, with special emphasis on how **collaborative learning strategies** can be introduced when students work at the computer or on their Logs. Extension activities are also included in each Lesson.

The **Scope and Sequence** of reading and writing skills that are developed by this volume of the *Reading Explorers* is shown on pages 22–23 of this Teaching Guide. However, it is suggested that you first read "Exploring Reading" and "Implementing the *Reading Explorers*" (on pages 4–20). These sections will help you understand why this series was developed and how to best use the program materials.

Best wishes to you and your students as you discover a world of successful learning adventures!

# EXPLORING READING

***By Jack Cassidy, Ph.D.***

I first asked the question, "How do I teach reading?" more than two decades ago when, as a beginning teacher, I looked apprehensively at my first class of young students. Over time, I became more experienced and capable and I thus learned to ask a more basic question—*What is reading?*

The following essay explores what reading is and how it can be taught by integrating the most up-to-date knowledge we have on learning theory with the capabilities of computer technology and the expertise of talented teachers.

## What Is Reading?

Over seventy years ago, the noted educational psychologist E.L. Thorndike (1917) defined **"reading"** as **"reasoning"**.... "[It is] like solving a problem in mathematics. It consists of selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each....[The mind] must select...and organize, all under the influence of the right... purpose or demand."

After Thorndike's studies, there was a tacit understanding among authorities in the field that comprehension of the printed page was the essence of the reading process. However, in subsequent decades researchers engaged in a wide range of research activities involving other aspects of reading instruction. And it wasn't until the early 1970s that researchers once again began to consider the importance of reading as comprehension, as a thinking process.

In fact, significant changes in research were not really evident until 1976, when the National Institute of Education issued a contract to the University of Illinois to form the Center for the Study of Reading. The contract stipulated basic research on the processes underlying the development of reading comprehension. Thus, in the years since 1976, there has been once again an

unprecedented amount of research on reading as **thinking**, as **problem solving**, as **comprehending**.

## The Definition of Reading

Basically, the research on reading comprehension in recent years has resulted in a new definition of reading. Reading is now defined by most authorities as an **interactive process** in which readers are constantly trying to construct meaning as they interact with text. There are three basic components crucial to this reading process: the reader, the text, and the context or environment in which the reading act takes place (Monohan and Hinson, 1988).

The key word in this new definition is *interaction*. As they begin reading a selection, readers bring with them a storehouse of knowledge about the subject. They know most of the language of the selection; they know something about the structure of the story; and they know most of the concepts presented. As they read, or explore, the text, they try to integrate the new knowledge presented in the text with what they already know. They are constantly making decisions about information: "Is this important?" "Is this information consistent with what I already know?" "What am I likely to find next as I explore this new text?" "Did I miss any important details in my exploration?" Thus, for good readers, reading is truly an exploration — an adventure in which they are discovering new ideas, making decisions, and making every effort to store new information as they continue to "travel" through the text.

It is this image of the reader as a critical thinker, constantly interacting with text, that inspired the development of the *Reading Explorers*. Indeed, Twistaplots are structured so that the reader constantly interacts with the text by making a physical response at critical decision points. This decision or response affects the outcome of the narrative as well as the reader's storehouse of knowledge about the adventure.

## The Components of Reading

As was stated earlier, the new definition of reading identifies three crucial components in the reading process: the reader, the text, and the context. While in previous decades the literature on reading generally gave primary importance to the text, recent research has focused on the reader.

*The Reader* To every reading task, each individual brings a background of experience, a storehouse of prior knowledge or, in psychological terms, *schemata* about the passage as a whole.

While every individual's schema (singular of *schemata*) may have some similar characteristics, each person's schema also has some unique properties. For instance, when I think of the word *house*, I generally conjure up what may be a fairly universal definition — "a building that serves as a shelter for a family." However, the visual images of houses that are part of my prior knowledge are probably quite different from the pictures that are part of an Alaskan Eskimo's schema of *house*.

Thus, before the child reads, it becomes the job of the teacher to help activate that child's prior knowledge about the passage to be read. Prior to reading, the child should be asking, "What do I already know about this subject?" "What kind of story is this going to be?" "Have I ever read anything like this before?" In the *Reading Explorers*, this activation of a child's prior knowledge is accomplished through Explorer's Log 1 and the accompanying Lesson. In this Log, students are introduced to a variety of tasks designed to activate the schemata that the student has concerning the subject of the Twistaplot in question. Students may be asked to predict the content of the adventure; they may be supplied with additional information needed for comprehension of the story; or they may be asked to recall what they already know about the topic. All of these are valid exercises to help readers develop the mental set to comprehend the narrative.

*The Text* An important factor that contributes to the student's total involvement in the text is the fact that in a Twistaplot adventure, the hero is actually the reader. Furthermore, the text itself also plays an important part in the interactive process. All Twistaplots follow the same format—that of a mystery or of a problem-solving adventure. The hero/reader of the story is presented with a problem in a specific setting and given some clues as to how to effect the solution to the problem. However, unlike most mysteries, the text can be read several times because each decision of the hero/reader brings a slightly different "twist in the plot."

As an aid to help the reader better understand the narrative, the Explorer's Logs and the accompanying Lessons provide the teacher with activities to help students develop the vocabulary and the comprehension strategies needed to understand the story and, it is hoped, to comprehend other narratives as well.

*The Context* The context in which the reading takes place also figures into the interactive comprehension process. Mysteries have been found to be of high interest to intermediate and junior high students. This intrinsic interest coupled with the fascination most students have for computers helps to guarantee that the *Reading Explorers* context will be highly enjoyable for the majority of readers.

### *The Relationship of Reading to Writing*

Although the processes of reading and writing both involve the student in constructing meaning (Tierney and Pearson, 1983), the relationship between the two processes is not as direct as authorities once supposed (Shanahan, 1988). However, writing can help students clarify and expand their thoughts after reading. Perhaps one reason this relationship has not been fully verified by past studies is that the means of assessing reading and writing have been quite different. With the recent demand for performance-based and/or portfolio assessment (Wolf, 1989), it is inevitable that this relationship will become clearer. Increasingly, teachers and school districts are assessing students by having them write about what they are reading.

The Twistaplots and the accompanying Explorer's Logs provide students with many opportunities to write. While reading a Twistaplot at the computer, students will be engaged in functional writing activities such as note-taking and simple outlining. Afterwards, Explorer's Logs 7 and 8 provide noncomputer activities to encourage writing of creative fictional narratives, summarizing, and expository writing. Writing activities related to other subjects in the curriculum also are provided. If these activities are implemented with the Twistaplots and throughout the curriculum, it is inevitable that students will be both better readers and better writers.

## How Can Reading Best Be Taught?

The literature on how reading can best be taught is voluminous and impossible to cite in a limited number of pages. Some of the most important research has focused on effective strategies for both teachers and students. Examples of these strategies include questioning techniques, use of graphic organizers, and collaborative learning. Furthermore, most authorities agree that reading skills can be clustered in three general areas: **vocabulary, comprehension,** and **study skills**. Thus, the goal of reading instruction in recent years has been to make students strategic readers so that they can acquire the necessary skills to make them truly proficient learners.

### *Scope of Reading Skills*

Vocabulary, comprehension, and study skills are the three skill areas in reading that are developed in the *Reading Explorers* Twistaplots. They are also the focus of the supporting instructional materials.

*Vocabulary* is an important factor in many aspects of human functioning. Some estimates contend that it accounts for 80% of what we call reading comprehension; it is also a crucial component in most measures of intelligence.

Generally, we automatically retrieve vocabulary meanings from our prior knowledge. Words become part of that prior knowledge through repeated exposure to the word in a variety of contexts and through use of both receptive language (reading and listening) and expressive language (speaking and writing). Elaborated word knowledge is developed by exposing students to a wide variety of synonyms, antonyms, and words with related meanings: linking the known to the unknown.

When students encounter a word that is not part of their prior knowledge, it is hoped that they will make use of internal (**structural analysis**) and external **context cues** (the words surrounding the unknown word) as well as outside resources (dictionary, thesaurus, other people) to ascertain the meaning of the word (Johnson and Pearson, 1984). Thus, for each Twistaplot, there is at least one vocabulary activity (Explorer's Log 2 and the accompanying Lesson).

The purpose of these activities is threefold:

1. To provide opportunities to see and use the target word in a variety of contexts through application of both receptive and expressive language functions.

2. To provide students with opportunities in which to use both internal and external context strategies.

3. To elaborate on a student's word knowledge.

*Levels of Understanding/Comprehension* can be developed through the use of **probing questions**. A skillful teacher using carefully developed materials can offer questions that lead students to develop new and higher levels of reading comprehension and insight.

Unfortunately, research has long supported the fact that teachers tend, for the most part, to ask relatively low-level, literal questions (Guszak, 1967; Durkin, 1978-1979,1981). Correspondingly, recent editions of the National Assessment of Educational Progress (NAEP) affirm that students do less well when called upon to answer higher level questions or perform more complex reading tasks (Applebee, Langer, and Mullis, 1988). Because of this problem, various educators have responded with fairly elaborate hierarchies of thinking behaviors. These hierarchies have been designed to inform teachers of the higher levels of questions (Bloom, 1956; Guzak, 1967; Barrett, 1976). Pearson and Johnson (1978), however, decided to simplify

these hierarchies, or taxonomies, by elaborating on the work of Edgar Dale.

Dale had classified the kinds of knowledge a good reader gained from reading: information that was "on the lines" (literal knowledge directly stated); information that was "between the lines" (author's inferred meanings); and information that was "beyond the lines" (drawn mainly from one's own experience). Accordingly, Pearson and Johnson (1978) developed their own simplified taxonomy of questions: textually explicit questions (TE); textually implicit questions (TI); and script-implicit questions (SI), which require students to draw on their prior knowledge. Raphael (1986) later refined this taxonomy and made it more comprehensible to students.

The importance and interrelatedness of the levels of questioning were also confirmed by the authors of the landmark report *Becoming a Nation of Readers* (Anderson *et al*, 1985); they concluded:

> *When questions about details are asked, usually they should be links in a chain of questions that lead to an inference about a hard-to-understand part of the passage or an understanding of the selection as a whole.*

Thus, teachers should not ask a question like, "What color is the main character's hair?" unless it is going to be followed by a question such as, "Why is the color of the main character's hair important to the story?" Sometimes, the teacher will want also to ask a question such as, "What would be the effect on the story if you changed the color of the main character's hair?" Students are then afforded an opportunity to see why all these details are important to a selection and to make informed judgments about the author's purpose.

In the *Reading Explorers*, we have tried to adhere to this three-level hierarchy of teacher questioning, particularly in Explorer's Logs 4, 5, and 6. **Literal questions** about important details are asked and these usually lead to **inferential questions** about an important part of the Twistaplot adventure. When appropriate, students also are asked **critical/creative questions** that are designed to expand the students' critical thinking skills and link their present reading to their prior knowledge.

*Study Skills* is a general term for those strategies that help a person read or listen for specific purposes with the intent to remember. In the *Reading Explorers* series, strategies that help a student to **follow directions** and to recall the **sequence** of events are particularly important. Other important strategies are **note-taking, outlining, using graphic aids,** and **using reference**

**sources**. All of these study skills are, in some way, practiced throughout the Twistaplots and in the Explorer's Logs with their accompanying Lessons.

## Collaborative Learning

The value of organizing students in small groups or teams has become increasingly apparent. Called collaborative or cooperative learning, this strategy has been beneficial in many curriculum areas (Slavin, 1987; Golub *et al*, 1988; Jongsma, 1990). Essentially, the strategy involves grouping students, often pupils of differing abilities, to complete a specific task. **Brainstorming** and **role-playing** are two examples of activities that could be conducted by the group. Through this group interaction, pupils can gain insight into the thinking of their peers and also can learn valuable group socialization skills.

Preliminary findings suggest that collaborative learning can enhance the achievement of all students. However, it is particularly effective in helping children with learning difficulties to enhance their self-concept (Slavin, Madden, and Stevens, 1989-1990).

Each *Reading Explorers* adventure has at least one task specifically designed for collaborative learning. However, depending on the needs of the students and the demands of the curriculum, virtually all the activities could be done cooperatively; this would even include sharing the monitor as students read the Twistaplot.

## Graphic Organizers

Another strategy that has proved effective in school settings is the use of graphic organizers (Boothby and Alvermann, 1984). A graphic organizer is defined (Cassidy, 1989) as: "a cognitive map in which important aspects of a concept, topic, or unit of study are identified and arranged in a visual pattern with appropriate labels."

Graphic organizers can have a variety of different shapes and names. Some of the more common graphic organizers are the story map, the structured overview, the semantic web, and the Venn diagram. Graphic organizers can be used by teachers to present new information or as a review (Cassidy, 1989). They also can be constructed by students (Jones, Pierce, and Hunter, 1988-1989) for the same purposes.

Preliminary research seems to indicate that graphic organizers are effective in helping students organize and remember information (Boothby and Alvermann, 1984). For this reason, their use became an integral part of the design of the *Reading Explorers*.

Students will use graphic organizers extensively as they work through the Twistaplots, especially to help them map out where they have been and chart what critical information they have learned. Explorer's Log 3 and the accompanying Lesson were designed specifically to help students develop facility with this strategy. In some cases, the graphic organizer consists of a simple map of the setting that the student draws; in other cases, the graphic organizer is a more generic visual, such as a story map or a semantic web. In all these instances, students receive valuable practice in the use of a very practical study strategy.

# Epilogue

In the last twenty years, I have learned many answers to the question that I first asked as a beginning teacher. I now know that reading is an interactive process between the reader, the text, and the context of the reading act. I know that readers are like explorers venturing over new terrain, but carrying with them a storehouse of information that will be augmented as they continue their exploration.

Also, research has shown me that there are many effective strategies that can be used with these student explorers. In addition, there are many important skills to be developed to make the youngsters better explorers in the future. Most of all, I have learned that effective teaching of reading involves interaction between skillful, sensitive teachers and quality materials. Although I may be somewhat biased, I believe that the *Reading Explorers* Twistaplots, the Explorer's Logs, and their accompanying Lessons exemplify some of those quality materials.

These materials embody what we now know about the process of reading and what we know about effective instruction in reading. I am proud to be one of the authors of this series. Furthermore, over the past twenty-some years I have learned that America has a vast supply of stellar teachers capable of effectively using these materials, and others like them. In the years to come, I do believe that our country will indeed become "a nation of readers."

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# IMPLEMENTING THE *READING EXPLORERS*

The *Reading Explorers* can be used in a variety of ways. For example, whether in a computer lab or classroom setting, you can form small groups in which students work collaboratively to complete a Twistaplot. Or you can assign a Twistaplot and Explorer's Logs to individual students who are already independent readers but would benefit from the opportunity to apply their higher level comprehension skills and to structure their thinking as they read. You can use the Explorer's Logs to present teacher-directed Lessons to the entire class. Or you can choose to assign the Logs on an as-needed basis to individual students or small groups.

You are the one who can best decide how to use the program materials, based on your own teaching style and knowledge of your students. To help you make the choices that will best suit your situation, this section of the Teaching Guide offers suggestions on some of the ways you can implement the *Reading Explorers*.

## The Four Steps in Implementation

Listed below are the four basic steps for implementing the *Reading Explorers* in your classroom.

1. Familiarize yourself with the Twistaplot by reading the introductory materials in this Guide, in particular the "Background Information" and "Student Tips" (see pages 25 and 47), and by using the software.
2. Look through the Lessons and Logs and select and duplicate those you want to use.
3. Introduce your students to the *Reading Explorers*.
4. Have your students begin working on the Twistaplot and assign Logs as appropriate.

The next two sections offer concrete strategies for implementing the Twistaplots and ancillary materials.

# Twistaplots

Each Twistaplot can be used several times by students. Different versions of the same Twistaplot offer variety; for this reason, students can repeat an adventure in order to improve their reading and thinking strategies without becoming bored. (Research has long supported the positive value of repeated reading in improving students' reading fluency and comprehension.) Each improvement enables the students to complete the Twistaplot with greater efficiency or success. Listed below are some suggestions on how you can enrich your students' learning experiences.

## Role-Playing

One of the best strategies by which to help students actively apply comprehension skills is to encourage them to role-play as they work through the Twistaplots. To accomplish this, you might divide your class into groups of four students and assign roles to each student. For example, in every group there could be a Goal Keeper, a Notetaker, a Map Maker, and a Reasoning Challenger.

Each role should be clearly defined in terms of the responsibilities it carries. These responsibilities should be clearly explained to the students. In the example, the job of the *Goal Keeper* would be to make sure that everyone has read, understands, and agrees on what the **main idea** and **goal** of the Twistaplot are; the *Notetaker* would be in charge of **identifying** and **recording** important **story details**; the *Map Maker* would be responsible for **organizing information**; and the *Reasoning Challenger* would be the student who, at each step, must **evaluate** whether the team members' **decisions are reasonable** and useful in achieving the Twistaplot goal.

The more experience students gain in taking on the different roles, the better able they will be to **internalize the roles and monitor themselves** when they read independently. However, this does not mean that teamwork and formal role-playing should be stopped once students internalize the roles. Group work and role-playing provide outstanding opportunities for the refinement of **oral language and social skills**. Team collaboration should be nurtured frequently.

## Superheroes Clubs and Interviews

Twistaplots are challenging and are written to make students who work on them feel like heroes. To increase the **motivational**

value of these programs, you can form a Twistaplot Superheroes or Supersolvers Club for students who have successfully completed one or more adventures. As members of the club, students can take on the responsibility of **peer tutoring**, helping other students who are working on the adventures.

Another way of building on the motivational power of Twistaplots is to have students conduct interviews of Twistaplot Superheroes (or any student who has completed a Twistaplot). For additional motivation, these oral language activities can be structured around "television" or "radio" interviews. Questions can be posed about the reading and critical-thinking skills the Superhero used that enabled him or her to successfully complete the Twistaplot. Additional questions can be posed regarding other situations in which the student has successfully used these skills (*e.g.*, gathering and organizing information from reference books when writing a report; sequencing the steps of a science experiment).

As with real TV and radio interviews, the program interviewer should, in advance, provide the interviewees with the questions that will be asked so that they can outline their responses prior to the interview. As a lively backdrop to the show, a banner could be hung that says, "Welcome Twistaplot Superheroes."

If you have an audio or videotape recorder, these interviews can be recorded and played back over the school's public address system or presented to another class, administrators, or your PTA. Another option is to have students work as reporters who take notes at these events and then write articles that are published in a class or school magazine or newspaper.

All these strategies can help you integrate the key skills of reading, writing, and thinking with those of oral communication and creativity. Most importantly, you can be confident that your students will want to succeed because of the **student-centered** nature of Twistaplots!

## Lessons and Explorer's Logs

The Explorer's Logs complement the Twistaplots. They help structure student thinking and assist students in organizing strategies for problem solving. Because students can use each Twistaplot several times, they can increase their success by applying what they've learned from the Logs on which they've worked. Below are some strategies and tips for using the Lessons and Explorer's Logs. They are followed by an explanation of the "Lesson Structure," and a section on how to introduce the *Reading Explorers* to your students.

## Teaching Strategies and Tips

*Selecting Logs* Remember that although each Twistaplot includes eight Explorer's Logs, you can select as few as two or three Logs or as many as seven or eight. The number of Logs and Lessons you select will depend on the needs of your students and the available time you have. For example, you might want to use Logs 1 and/or 2 (see page 2 for a description of each log) as a warm-up activity before your students work on the Twistaplot, and Log 8 to extend their knowledge after they complete the adventure.

Of course, you do not have to assign the same Logs to all your students. Instead, you can make individual assignments or group assignments based on student needs and interests. For example, you might assign Log 3 to students who have particular difficulty organizing information and Log 4 to students who need help in reasoning.

*Time On Task* There are no standard time frames for completing each Log. The time will vary based on the activity itself, the level of the students, and the time you want to allot to class discussion. Here are some rules of thumb:

- Logs 1 through 6 can take between 15 and 30 minutes apiece.
- Logs 7 and 8 can take between one and two class periods depending upon how much research is done and whether or not the Log is developed as a process writing activity covering prewriting through revision.

*Written Assignments Versus Teacher-Directed Discussions* The Explorer's Logs can be used as written assignments or they can become the basis for teacher-directed discussions that you present to your class or to a group of students. For example, you might distribute copies of Logs 1, 2, and/or 3 to your students and have them write answers to all or some of the questions.

In contrast, you might not distribute Logs 4, 5, and/or 6. Instead, you could use the questions as the basis for a probing discussion with your students. You could pose the questions yourself and have your students respond orally. (These discussions can take place as small-group discussions or with the entire class.)

Whichever way you implement the Log activities, you can successfully fulfill the main pedagogical objective. The goal is to bring your students from a low level of understanding (*e.g.*, recall of information) to the exploration of higher levels of understanding (*e.g.*, making predictions and drawing conclusions).

It is suggested that you continue to assist your students to think about and articulate their different levels of understanding as they read curriculum texts and literature. You can do this by using the Explorer's Logs as models (and using your own judgment as to whether you want to explore all three levels of understanding, or only two of the levels).

- Ask students one or several questions that rely on their ability to comprehend *literal* meaning. (How many mattresses were piled on top of one another for the princess?)
- Ask students questions that probe *inferential* meaning from the facts they recall. (Why do you think the queen put the pea under so many mattresses?)
- Ask students questions that require them to think *critically* and *creatively* about what they have read. (What do you think would have happened if the princess had decided not to tell anyone how uncomfortably she had slept?)

*Off- and On-Line Activities* Because computer time is so precious and because students are so anxious to work directly on the Twistaplot, it is important to help your students use their computer time effectively. Thus, Logs 1 and 2, when they are selected, should be completed before your students go to the computer. Logs 3, 4, 5, and 6 should be read before starting the Twistaplot; notes can be taken while the students work at the computer, and the Logs should generally be completed as an off-line activity at the students' desks. Logs 7 and 8 should be worked on after the students have completed the Twistaplot.

*Adapting to the Needs of Less Able Students* Whether you use the Logs as written assignments or as the basis for teacher-directed discussions, you do not have to assign all the questions. In particular, you may choose to have younger or less able students answer only one or two of the questions. Furthermore, in some cases the Lesson that corresponds to a Log may present alternative strategies or tips for working with these students.

*Alternative Assessment* The *Reading Explorers* can be thought of as an alternative assessment tool. Rather than giving your students a multiple-choice test as a way of assessing their reading progress, you can assign a Twistaplot and several Explorer's Logs. This provides a wonderful opportunity for students to apply their reading, writing, and thinking skills in ways that truly "show what they know."

Furthermore, if their completed Explorer's Logs are put into individual portfolios, students can develop a body of work that

reflects their progress as readers, writers, and thinkers. You may add to these portfolios by having students work on extension activities. For example, a student or group of students could use a multimedia product such as Scholastic's *Super Story Tree*® to write their own original branching Twistaplot adventure, or a student could write a series of newspaper articles and interviews that tell the Twistaplot story from the point of view of different characters in the story.

## Lesson Structure

Every Lesson begins with a title that describes the primary educational purpose of the Lesson and Log. Underneath the title is a notation about the appropriate point at which to use the Log.

Each Lesson has five parts: Learning Objectives, Directions to the Teacher, Alternative Strategies and Teaching Tips, Answers, and an Extension Activity. The information in each of these parts includes:

*Learning Objectives* A clear statement of the activity's reading objectives.

*Directions to the Teacher* Information that is helpful in presenting the lesson. Be sure to skim this part for special points of interest before distributing the Log to your students.

*Alternative Teaching Strategies and Tips* Variations on the lesson with particular emphasis on incorporating collaborative learning activities. (In this context, collaborative learning refers to group activities in which students work together to apply problem-solving strategies.)

*Answers* An answer key to Explorer's Log questions. Before each answer, there is an indication of the level of comprehension and thinking skills that are required—*Literal, Inferential,* and/or *Critical/Creative*—in order to answer the question.

*Extension Activity* An enrichment activity to extend student skills. The level of comprehension and thinking skills is indicated.

# Introducing the *Reading Explorers* to Students

The *Reading Explorers* provides many wonderful opportunities for you to reinforce your students' images of themselves as active rather than as passive readers. Thus, when introducing the program, it is worth taking the time to help your students take on

the active role of an explorer. A 15- to 20-minute introductory lesson is suggested below.

Begin by asking your students to define what an explorer is. (*A person who investigates unknown territories.*) Write one or several of the definitions on the chalkboard and then ask your students to name some famous explorers. At first, they will probably name people who explored places, explorers such as *Columbus, Vasco da Gama, Ponce de León, Jacques Cousteau,* and *Sally Ride.* Point out that people can explore "territories" other than physical places; they can explore the world of information and ideas and sometimes make discoveries there.

Elicit from your students, or present to them, the names of famous explorers in diverse fields. For example, *(Madame) Marie Sklodowska Curie* (Polish, 1867–1934) and *Pierre Curie (*French, 1859–1906) explored the field of chemistry and discovered radium; *Annie Cannon* (American, 1863–1941), called the "census-taker of the sky," explored the sky and celestial bodies; *Utagawa Toyokuni I* (Japanese, 1769–1825) explored the medium of wood-block prints and became an internationally known artist; *Sarah Winnemucc* (Native American, 1844–1891) explored political and educational opportunities to improve conditions for Native Americans; and *Martin Luther King, Jr.* (American, 1929–1968) explored the uses of nonviolent protest.

Add the names of these explorers to the others that are already on the chalkboard. Ask your students to describe some of the skills these various explorers might have had (*e.g., took notes and kept logs on what they learned, made charts and maps to organize the information they found, made decisions about what to do, and worked with other people to develop strategies for solving problems*).

Ask your students if they think these famous explorers made their discoveries "overnight." Once you establish that it took many years of hard work, tell your students that *they* now have the opportunity to begin developing themselves as successful explorers.

Say, "You will begin your work as explorers today. Your first mission, to complete a Twistaplot, will be filled with many challenges and responsibilities. To succeed, you will need to read the text carefully, find clues, take notes on what you learn, draw charts and maps, make many decisions, and take every opportunity to learn from your experience."

Encourage your students to be creative problem solvers and risk takers and express your confidence in their abilities. You may then choose to have your students immediately start work on the Twistaplot, or you may prefer to have them first work on Explorer's Logs 1 and/or 2.

# USER INSTRUCTIONS

## Equipment You Need

- Monitor or TV (color or black and white)
- 128K Apple® IIe, IIe enhanced, IIc, IIc Plus, or IIGS
- Disk drive (5.25-inch drive or 3.5-inch drive)

## Loading the Disk

- Open the disk drive door.
- Hold the disk with the label end facing you.
- Insert the disk slowly with the label facing up.
- Close the disk drive door.
- Turn on the computer and monitor (or TV).

If the program does not appear on the screen, turn the computer off. Then turn it back on and try again. Make sure the disk drive door is closed, and check to see that the disk drive is hooked up correctly.

*Note* Never remove or insert a disk while the disk drive's red light is on.

# *WORLD AGENT*
# SCOPE AND SEQUENCE

| | SKILLS | EXPLORER'S LOGS | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| VOCABULARY | Structural Analysis | | ✔ | | | | | | |
| | Context | | ✔ | | | | | | |
| | Dictionary Skills | | ✔* | | | | | | |
| COMPREHENSION | Identifying Main Idea | | | | | | ✔ | ✔ | |
| | Identifying Supporting Detail | | | | ✔ | ✔ | | ✔ | |
| | Drawing Conclusions | | | | ✔ | ✔ | | ✔ | |
| | Predicting | ✔ | | | | | | | |
| | Understanding Cause and Effect | | | | | | ✔ | | |
| | Sequencing | | | ✔ | | ✔ | | | |
| | Following Directions | | | ✔ | | | | ✔ | ✔ |
| STUDY SKILLS | Note-taking | | | ✔ | ✔ | ✔ | ✔ | | ✔ |
| | Outlining | | | | | | | ✔ | |
| | Using Graphic Aids | | | ✔ | | | | | |
| | Using Reference Sources | | | | | | | | ✔ |
| WRITING | Composing Narratives | | | | | | | ✔ | |
| | Composing Expository Paragraphs | | | | | | | | ✔ |
| | Writing for Reflection | | | | | | | ✔ | |

* *Skill is developed in the Extension Activity.*

# *THE MYSTERY OF THE OLYMPIC IMPOSTORS*

# SCOPE AND SEQUENCE

| | SKILLS | EXPLORER'S LOGS | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| VOCABULARY | Structural Analysis | | ✔ | | | | | | |
| | Context | | ✔ | | | | | | |
| | Dictionary Skills | | ✔ | | | | | | |
| COMPREHENSION | Identifying Main Idea | | | | ✔ | | | | |
| | Identifying Supporting Detail | | | ✔ | ✔ | ✔ | | | |
| | Drawing Conclusions | | | | | ✔ | | | |
| | Predicting | ✔ | | | | | | | |
| | Understanding Cause and Effect | | | | | | ✔ | | |
| | Sequencing | | | ✔ | | | | | |
| | Following Directions | | | | | | | ✔ | ✔ |
| STUDY SKILLS | Note-taking | | | | ✔ | ✔ | ✔ | | ✔ |
| | Outlining | | | | | | | | ✔ |
| | Using Graphic Aids | | | ✔ | | | | | |
| | Using Reference Sources | | | | | | | | ✔ |
| WRITING | Composing Narratives | | ✔* | | | | | | |
| | Composing Expository Paragraphs | | | | | | | ✔ | ✔ |
| | Writing for Reflection | | | | | | | ✔ | |

* *Skill is developed in the Extension Activity.*

# WORLD AGENT

## Background Information

In this Twistaplot adventure, the President of the United States calls on a special agent—the student—to locate and recover a missing national treasure. The President directs the student to fly to a particular country (it varies in each of the four versions of the Twistaplot) where the first clue is given. From that point on the student may fly to any of twelve countries in the Americas by moving a small jet on a map.

When a student lands in a country, a native relates some facts about the country and offers the agent/student a souvenir, a product of that nation. The objective is to acquire souvenirs that can be exchanged in other countries for clues about the location of the missing treasure. (Characters who have clues to barter request specific gifts, so students must use their logic to reason where they might find those items as souvenirs.)

The clues the student collects, in conjunction with the information the student learns about the different countries, enable him or her to deduce the location of the missing treasure. While the student can ask whether the treasure is hidden in any country that he or she is visiting, if the treasure is not there the student is kicked out and relieved of all the souvenirs that have been acquired.

However, if the student deduces the correct location of the treasure, and then correctly answers three questions about countries in the Americas, he or she finally receives the treasure, returns to the U.S., and receives a reward from the President. (All the questions are based on information that is available in the Twistaplot.) If the student does not answer the questions correctly, he or she is instructed to visit more countries in order to learn more about the Americas.

After completing the story successfully, the student is asked to remember the name of the reward given by the President. The student enters this word at the beginning of the story the next time he or she reads *World Agent*. This enables the computer to

generate a different version of the Twistaplot. (In each of the four versions the treasure is a different item, the clues and treasure are hidden in different countries, and a different reward is given by the President. See the chart below.)

Although *World Agent* includes an on-screen map, it is useful also to keep an atlas and/or map of the Americas on hand as a resource for your students.

## Key to *World Agent* Versions

| | Version 1 | Version 2 | Version 3 | Version 4 |
|---|---|---|---|---|
| **Name of reward to start*** | copper model of plane | bronze medal | gold watch | silver dollar |
| **Missing treasure** | Washington's false teeth | Carver's peanut butter | Anthony's suffrage sash | Wright's paper airplane |
| **Country President sends you to** | Cuba | Mexico | Argentina | Haiti |
| **Clue regarding country treasure is hidden in** | one of largest countries in the Americas | led by a prime minister | mountainous | narrow and mountainous |
| **Gift** | oil | mola (needlework) | sugar cane | shoes (leather) |
| **Country you get gift in** | Venezuela | Panama | Cuba | Argentina |
| **Trade gift for clue in** | Panama | Venezuela | Peru | U.S.A. |
| **Clue to country treasure is hidden in** | tropical rain forest | French is spoken | former British colony | skiing in August |
| **Gift** | tape (of music) | bracelet (copper) | piñata | coffee |
| **Country you get gift in** | Jamaica | Chile | Mexico | Brazil |
| **Trade gift for clue in** | Argentina | Haiti | Canada | Mexico |
| **Clue to counry treasure is hidden in** | Portuguese is spoken | skiing in January | island country | active volcano |
| **Treasure is in** | Brazil | Canada | Jamaica | Chile |
| **Answers to questions posed by person who has the treasure** | Panama<br>sugar cane<br>Jamaica | Chile<br>Haiti<br>Venezuela | Peru<br>Mexico<br>Canada | Argentina<br>Brazil<br>New York |
| **Reward given at end of story** | bronze medal | gold watch | silver dollar | copper model of Wright's plane |

*At the beginning of the Twistaplot, students who have read *World Agent* before are asked to type in the name of the reward the President gave them at the end of the story. If they type in *copper model,* they will see version 1; if they type in *bronze medal,* they'll see version 2; and so on. If they haven't played before or don't type in a reward, they'll see version 1.

# Independent Reading

The following books are available from Scholastic and will be of particular interest to students who enjoy the *World Agent* adventure. You may want to buy several copies of each book (or of other books you think would be of interest to your students). "Buddy Books," or books that students can read with friends, foster independent reading and collaborative learning. With several copies of the books available, students can enjoy the independent reading experience *and* exchange reactions and ideas with their classmates.

*The Slave Ship*, by Emma Gelders Sterne. The *Amistad*, a Caribbean schooner, was "pirated" by its slave passengers in 1839. This book tells the gripping saga.

*Snow Treasure*, by Marie McSwigan. A daring adventure based on a true story about a group of Norwegian children who smuggled nine million dollars in gold past Nazi sentries during World War II.

*Tales from Silver Lands*, by Charles J. Finger. This distinguished collection of nineteen folk tales provides an introduction to the rich cultural heritage of Central and South America.

*Treasure Island*, by Robert Louis Stevenson. This classic adventure tale of a young boy's search for buried treasure is as exciting to readers now as it was when it was first published in 1881.

# Student Tips

Listed below are some tips you may want to duplicate and share with your students.

## Flying Your Jet

Use the following keys to fly your jet from country to country:

| Apple IIe/IIe enhanced/IIc/IIc Plus/IIGS |
| --- |
| **I** or ⬆ to move up |
| **J** or ⬅ to move left |
| **K** or ➡ to move right |
| **M** or ⬇ to move down |

## Landing Your Jet

To land your jet, move your jet icon onto the circle located in or next to the name of the country you want to visit. Then press **Return**.

## Four Versions

There are four versions of *World Agent*. In each version, a different treasure is missing from Washington, D.C.

## Passwords

If you want to stop reading the story and continue *World Agent* another time, press **Esc**. The program will ask you to type a password that you make up (for example, your name or favorite color). Remember it! Then, when you read *World Agent* again, you can enter your password and continue your adventure from where you left off.

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## Helpful Hints

Here are a few hints to help you find the treasure and return it safely to the President:

- Don't ask someone if the treasure is in his or her country unless you are very sure it's there. If you do ask, and the treasure isn't there, you'll have to leave behind all the souvenirs you have collected.
- Remember all the interesting facts that people tell you. You never know when that information will come in handy!
- You'll meet a friend in every country you visit. Write down all the clues they tell you, souvenirs they give you, and gifts they say they want.

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# What's It All About?

## *Prior Knowledge and Making Predictions*

*Prereading Activity*

**Learning Objectives:** Students will be able to make predictions and apply their prior knowledge.

**Directions to the Teacher:** Discuss the title, *World Agent.* Ask your students if they can predict anything about the story from the title (*e.g.*, it will be about a spy or government agent who travels to different parts of the world). Distribute one Explorer's Log to each student, and have the students work independently or collaboratively in pairs or small groups.

After the students have read the story, ask them to review their answers to the questions in this Log. Have them check off the countries they actually visited in the story. You may also want to ask them to add new facts they learned about those countries.

**Alternative Teaching Strategies and Tips:** Read the introductory paragraphs and the questions aloud to your students. Work as a class and write your students' responses on the chalkboard. When working on question 2, prompt your students to name countries in Central America and the Caribbean as well as in North and South America.

If students have trouble recalling facts about the countries they list, prompt them with some of these questions: What language is spoken? What foods are eaten? What is the capital city? What oceans or other countries does the country touch?

**Answers:** (*Inferential)* **1.** Answers will vary. Examples are: **1a.** What souvenirs will I get? **1b.** Where will I find the treasure? **1c.** Who will help me find the treasure? **1d.** When will I return to the United States? **1e.** How will I find clues? *(Inferential and Critical/ Creative )* **2.** Answers will vary and may include countries that appear in the story (Argentina, Brazil, Canada, Chile, Cuba, Haiti, Jamaica, Mexico, Panama, Peru, United States, and Venezuela) as well as others (such as Guatemala, Uruguay, and Bermuda).

**Extension Activity:** *(Critical/Creative)* Ask students to imagine that they are foreign travelers who are about to visit the United States. What questions might they have about the United States? (For example: What sports do Americans enjoy? How do you elect your president? What is the highest mountain in the U.S.?) Have students answer the questions by writing a travel brochure about the United States or an entry for an encyclopedia under "United States of America."

*Name* _____ *Date* _____

# What's It All About?

Before you start *World Agent,* read the two paragraphs below and answer the questions that follow. They will introduce you to the Twistaplot and help you **predict** what will happen. If you have some idea about what to expect, it may help you **understand** the story and increase your chances of completing the adventure successfully as a World Agent!

> A great national treasure is missing from the United States. Naturally, the President calls you to find it! All that is known is that the treasure is somewhere in the Americas. Now you must fly your jet from country to country, searching for the treasure. You will meet people, collect souvenirs, and give gifts as you gather clues and information.
>
> The President is counting on you to return the treasure. Rush to your jet and prepare to take off!

**1.** Based on the introduction above, write five questions that you predict will be answered by reading *World Agent*. Start your questions with the words below. (Example: What people will I meet?)

**a.** What _____ ?

**b.** Where _____ ?

**c.** Who _____ ?

**d.** When _____ ?

**e.** How _____ ?

**2.** As a World Agent, you will visit countries in North America, Central America, South America, and the Caribbean Sea. On the back of this Explorer's Log, list five countries that you might visit. Write something that you already know about each country, such as the language spoken, its climate, or its location. An example is given below.

United States of America: The Rocky Mountains are located here.

After you complete the Twistaplot, review this Log to see how many correct predictions you made!

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# Worldly Words!

## *Vocabulary*

*Prereading Activity*

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**Learning Objectives:** Students will be able to understand vocabulary words using context clues and structural analysis strategies.

**Directions to the Teacher:** Ask students what strategies can help them apply vocabulary information they know (prior knowledge) to understanding new words. Elicit suggestions such as using context and looking for familiar prefixes, suffixes, and roots.

**Alternative Teaching Strategies and Tips:** Point out that students may find vocabulary words in different forms in the Twistaplot story; for instance, *conquer* may appear as *conquered* or *conqueror.*

**Answers:** (All the questions are *Inferential*) **1.** refinery. **2.** antennae. **3.** bauxite. **4.** souvenir. **5.** conquer. **6.** equator. **7.** petroleum.

**Extension Activity:** *(Literal and Inferential)* Using the context clues and hints from the Explorer's Log, have your students work collaboratively in small groups to write a definition for each vocabulary word. Then have the students check their definitions by looking up the words in a dictionary.

*Name* _____ *Date* _____

# Worldly Words!

*World Agent* contains some important **vocabulary** words. If you understand the meaning of the words, you will increase your likelihood of successfully completing the Twistaplot. This Explorer's Log will help you practice your World Agent word-decoding skills.

Here are some words that you will find in the Twistaplot:

**antennae bauxite conquer equator petroleum refinery souvenir**

Use these vocabulary words to fill in the blanks in the sentences below.

**1.** We cut the sugar cane and took it to a _____, where workers processed it into fine sugar.

*Hint:* This word comes from the same Latin word as *finish* and *fine*.

**2.** The beetle crawled onto my hand, stopped, and wiggled both its _____, as if it were checking its new surroundings.

*Hint:* For some words that come from Latin, add *e* instead of *s* for the plural.

**3.** These rocks may not look special, but without _____, we would not be able to make aluminum cans!

*Hint:* The **suffix** *-ite* sometimes means "a mineral" (for example, hematite).

**4.** I brought home a rock as a _____ of my trip to the moon.

*Hint:* In French, this word means "to remember."

**5.** It took three long wars, but the Romans finally did _____ Carthage.

*Hint:* **Antonyms** for this word are *submit* and *give up*.

**6.** Of course there was no line in the water, but the ship's captain told us when we crossed the _____ and were finally in the South Pacific Ocean.

*Hint:* This word comes from the same Latin root as *equal*.

**7.** If we find enough _____under the ground, we will have plenty of gasoline for our cars.

*Hint:* The Latin word p*etra* means "rock," and the Greek word *oleum* means "oil."

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# Let's Get Organized!

## *Organizing Information*

*To be worked on as students read the Twistaplot*

**Learning Objectives:** Students will be able to follow directions and organize and analyze information using maps, charts, and lists. Students also will be able to sequence information and take notes.

**Directions to the Teacher:** Distribute Explorer's Log 3 before your students begin to read *World Agent* or at the point that they reach the map. Discuss the two activities described in the Log. Make sure that your students understand that they will be working on activities 1 and 2 simultaneously.

**Alternative Teaching Strategies and Tips:** Have your students work collaboratively in small groups, with one at the keyboard and the others recording information.

**Answers:** *(Literal and Inferential)* **1.** See the chart below. Students may list the countries in any order. Note that it is possible to complete the story without visiting every country. (Note, too, that not all of the cities are national capitals.) The information under the "Facts" column may vary. *(Literal)* **2.** Refer to the chart on page 26. Answers will vary, depending upon which version of the story the student has read. Each version has a different set of clues leading to a different country. If students typed in the name of a reward when they began the Twistaplot, they should have written it next to their name at the top of their Log or answer sheet.

| Country | City | Souvenir | Sample Fact |
|---|---|---|---|
| Argentina | Buenos Aires | shoes (leather) | cowboys called gauchos |
| Brazil | Rio de Janeiro | coffee | language is Portuguese |
| Canada | Toronto | fish (carving) | sport: hockey |
| Chile | Santiago | bracelet (copper) | has active volcano |
| Cuba | Havana | sugar cane | near Florida |
| Haiti | Port-au-Prince | lobster | on island of Hispaniola |
| Jamaica | Kingston | tape (of music) | mountainous |
| Mexico | Mexico City | piñata | Aztec people |
| Panama | Panama City | mola (needlework) | Panama Canal |
| Peru | Lima | sweater | Inca people |
| U.S.A. | Washington | jeans | Potomac River |
| Venezuela | Caracas | oil | home of Simon Bolivar |

**Extension Activity:** *(Critical/Creative)* Have the class collaborate in making a large, bulletin-board-sized chart of the countries they visited in *World Agent.* Add columns, *e.g.*, for Languages Spoken, Geographic Features, Products, Foods. A graphics program such as *Scholastic SuperPrint® II* can be used to create or decorate the chart.

Name _____ Date _____

# Let's Get Organized!

**Maps, charts, and lists** are tools that help us **organize information**. In order to successfully complete the Twistaplot, you will need to organize information that you learn as a World Agent.

**1.** As you work your way through the Twistaplot, create a chart to help you remember where you found souvenirs and learned facts about countries. On the back of this Explorer's Log, or on a separate sheet of paper with your name at the top, make four columns labeled Country, City, Souvenir, and Facts. Leave room in the "Facts" column to note what you learn about each country— language, customs, capital city, and so on. (The country in the sample below does not appear in the story.)

| COUNTRY | CITY | SOUVENIR | FACTS |
|---|---|---|---|
| Bolivia | La Paz | shirt | Andes mountains are located here.<br>Spanish is spoken.<br>La Paz is the capital city. |
| | | | |

**2.** As you travel to different countries looking for the missing national treasure, some of the people you meet will give you clues. For instance, someone may tell you, "The treasure is in a mountainous country." To keep track of this information, on this Explorer's Log, or on a separate sheet of paper with your name at the top, make a list of the clues you receive. If you typed in the name of a reward at the beginning of the Twistaplot, be sure to list that reward at the top of the page next to your name.

You may want to make other lists as well. For instance, people may require that you give them a gift before they give you a clue. List the gift that has been requested and the country in which the person lives. That way, when you receive the object as a souvenir, you immediately will know to what country you must take it in order to exchange it for a clue.

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# In Conclusion!

## *Higher Levels of Comprehension*

*To be worked on as students read the Twistaplot*

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**Learning Objectives:** Students will be able to draw conclusions, identify supporting details, and take notes.

**Directions to the Teacher:** Explorer's Log 4 will help your students organize and guide their thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure, or before they begin a second version of the story.

**Alternative Teaching Strategies and Tips:** Encourage students to work collaboratively in small groups.

**Answers:** *(Inferential)* **1.** There are twelve countries in which the treasure might be hidden. *(Inferential)* **2.** If you ask someone about the treasure and the person does not have it, then you are sent out of the country and all of your souvenirs are taken away. This wastes time and effort. Therefore, it is better not to ask until you are reasonably certain that a particular person has the treasure. *(Inferential)* **3.** Cuba, Haiti, and Jamaica are the only island countries in the story. *(Inferential and Critical/Creative)* **4.** Collect enough clues to narrow down the possibility of where the treasure is to only one country. Then go to that country and ask the person there for the treasure. (You may want to teach your students the term *deductive reasoning*.)

**Extension Activity:** *(Critical/Creative)* Have the whole class, or small groups of students, play Twenty Questions. The leader (or panel of students) should think of a country in the Western Hemisphere. (For less able students, limit choices to the countries that appear in *World Agent*.) The other students can then take turns asking yes-or-no questions about the mystery country. (Is Spanish the primary language? Is this country cold in January?) To discourage players from "wild guessing" and to promote *deductive reasoning*, you may want to impose a limit of ten questions. (Don't count questions that the leader/panel cannot answer.) You may also suggest that students take notes on the answers they receive in order to keep track of what they know about the country in question.

*Name* _____ *Date* _____

# In Conclusion!

This activity will help you to **draw conclusions** about the best **strategy** to use in order to locate the hidden treasure. As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions when you have finished working at the computer. If you need more room to write your answers, use the back of this Explorer's Log and number each answer.

**1.** When you start your mission as a World Agent, you do not know in which country the missing national treasure has been hidden. In how many countries might you look for it?

_____

_____

**2.** As you travel, you could ask each person you meet whether the treasure is in the country you are then visiting. Why don't you do that?

_____

_____

**3.** Imagine that a person you meet during the adventure gives you this clue: "The treasure can be found in an island country." In which countries might the treasure be?

_____

_____

**4.** Write some suggestions for a person who is reading *World Agent* for the first time. Don't give away any answers! Instead, suggest strategies that will help the person figure out where the treasure is hidden.

_____

_____

_____

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# First Things First!

## *Higher Levels of Comprehension*

*To be worked on as students read the Twistaplot*

---

**Learning Objectives:** Students will be able to sequence, identify supporting details, draw conclusions, and take notes.

**Directions to the Teacher:** Explorer's Log 5 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure, or before they begin reading a second version of the story.

**Alternative Teaching Strategies and Tips:** Have students work collaboratively in small groups. Encourage them to take notes on the ideas they discuss and then have them work individually to write their own complete answers.

**Answers:** *(Literal)* **1.** The President of the United States is the first person you meet. *(Literal)* **2.** The President tells you to go to a specific country first. *(Inferential)* **3.** It doesn't matter where you go next, since you don't yet have enough information to find the treasure. You visit countries randomly until you meet someone who asks for a specific gift in exchange for a clue. (Note: It is at that point that the correct sequence becomes important because you must then acquire the specific souvenir you need to give in order to get a clue.) *(Inferential and Critical/Creative)* **4.** (Answers may vary somewhat.) **4a.** Visit a country in which someone requests a gift. **4b.** Find the country that has that object. (Note: Player may need to travel to a number of countries before finding the item.) **4c.** Take the souvenir. **4d.** Return to the country of the person who requested the gift. **4e.** Give the souvenir as a gift and, in exchange, get clue.

**Extension Activity:** *(Literal, Inferential, and Critical/Creative)* Have students name some of the items that they received as souvenirs in *World Agent* (for example, sugar cane and leather shoes). Ask them why they think each gift was representative of the country from which it came. Does it have economic or cultural importance to that country? More able students may do research reports on the value of some of these products to the countries that produce them.

Name _____ Date _____

# First Things First!

Skill in **sequencing**, or ordering, events is important to your success as a World Agent. This Explorer's Log will help you develop that skill so that you can locate the missing treasure and complete the Twistaplot.

As you read *World Agent*, think about the questions below and **take notes**. Answer the questions when you have finished working at the computer. If you need more room to write your answers, use the back of this Explorer's Log and number each answer.

**1.** Whom do you meet first in the Twistaplot, before you leave the United States?

_____

_____

**2.** How do you know which country to visit first?

_____

_____

**3.** After you visit the first country, does it matter where you go next? Why does it, or does it not, matter?

_____

_____

**4.** You get a clue in the first country you visit. How do you get more clues? List the steps in the correct sequence, starting with the first step below.

**a.** Visit a country in which someone requests a gift. (Continue the list, assuming that you do not have the gift with you.)

**b.** _____

_____

_____

_____

_____

_____

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# Getting the Effect You Want!

## *Higher Levels of Comprehension*

*To be worked on as students read the Twistaplot*

---

**Learning Objectives:** Students will be able to identify main ideas, understand cause-and-effect relationships, and take notes.

**Directions to the Teacher:** Explorer's Log 6 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure, or before they begin reading a second version of the story.

**Alternative Teaching Strategies and Tips:** Have students work collaboratively in small groups to brainstorm ideas. Encourage them to take notes on the ideas they discuss. Then have your students work independently to write their own final answers.

**Answers:** *(Literal)* **1.** The President sends you on your mission. He wants you to find and return a missing national treasure. *(Inferential)* **2.** You must give that person the gift he or she has requested. *(Inferential)* **3.** Any souvenirs you have are taken away and you are sent out of the country. *(Inferential)* **4.** In order to get the treasure, you must ask the person who has it to give it to you. Then three questions are posed and you must answer them correctly. *(Critical/Creative)* **5.** The more countries you visit, the more souvenirs you receive, and the more able you are to give the souvenirs as gifts in return for clues. The clues will lead you to the country in which the treasure is hidden. Also, the more countries you visit, the more information you can collect. This information can be used to answer the three questions that the person with the treasure will ask.

**Extension Activity:** *(Critical/Creative)* Ask students, "As you read *World Agent*, what was your main goal?" Focus their attention on the goal of finding the missing treasure and returning it to Washington, D.C. Then ask students to name other, supporting goals within the story (to collect souvenirs, to get clues, to learn facts about countries they visit).

Name _____ Date _____

# Getting the Effect You Want!

You are more likely to be successful in completing *World Agent* if you understand the **main idea** of the story and the **cause-and-effect relationships** in it. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions when you have finished working at the computer. If you need more room to write your answers, use the back of this Explorer's Log and number each answer.

**1.** In *World Agent*, who sends you on your trip? Why?

_____

_____

**2.** What can you do that will cause a person you meet to give you a clue?

_____

_____

**3.** What is the effect if you ask someone for the treasure and that person does not have it?

_____

_____

**4.** What can you do that will cause the person who has the treasure to give it to you?

_____

_____

**5.** Describe the relationship between the number of countries you visit and your ability to get the missing treasure back. (Think: Is it helpful to visit many countries? Would it be possible to solve the mystery by visiting only one country?) Support your answer by stating your reasons.

_____

_____

_____

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# Meet the Press!

## *Writing for Reflection*

*Postreading Activity*

**Learning Objectives:** Students will be able to follow directions and write for reflection. Students also will be able to outline their thoughts and identify main ideas and supporting details, as well as draw conclusions.

**Directions to the Teacher:** Explain that a press conference is an opportunity for reporters from newspapers and magazines and from radio and television stations to meet with a newsmaker. Note that the person holding the conference often reads a prepared statement before taking questions from reporters. Distribute Explorer's Log 7 and read the instructions aloud.

**Alternative Teaching Strategies and Tips:** Before students write their statements, have them work collaboratively in small groups to make their outlines.

**Answers:** *(Critical/Creative)* Compositions will vary. Check to see that students' completed statements begin with the mission's goal (to find the missing treasure and return it safely to Washington); describe the trip and the process of getting clues to find the treasure; include an example of a problem and how it was handled (for instance, being sent out of a country and having to collect souvenirs again); describe how it felt to travel from one country to another; and conclude with the benefits of the adventure to the student and to the United States (for example, the World Agent learned about other countries, and the U.S. got its treasure back).

**Extension Activity:** *(Critical/Creative)* Ask some students to read their statements aloud to the class, and have the rest of the students act as reporters. After the statement, encourage "reporters" to ask the World Agent questions about anything the statement did not cover in detail.

*Name* _____ *Date* _____

# Meet the Press!

You have successfully completed your mission. After the celebration party, the President calls you to his office. "The press can't wait to get this story," he tells you. "We've called a press conference for tonight. You need to prepare a statement to read. Tell the whole story, and make it sound exciting!

"I do this all the time, so let me give you some suggestions," the President continues. "Reporters aren't the most careful listeners, so **be organized**. Here are a few tips that have been helpful to me. I hope you find them useful." He hands you a sheet of paper listing the following information:

- **Make an outline** of what you want to include in your statement.
- **State the main goal** of your mission.
- **Describe some of the details** of your adventure. You don't need to include every event. However, do write about some of the problems you ran into and what you did to solve them. Also, describe how you felt while you were traveling from country to country.
- **Write a dramatic conclusion**. State how you and the United States of America benefited from this adventure and how you feel about being able to assist the President.

"You did an amazing job, and I want the whole country to hear about it," the President says with respect and enthusiasm. "Get started, and I'll see you at seven o'clock tonight in the briefing room!"

As you leave the office, the President's assistant stops you and says, "We will give copies of your statement to the reporters, so please be sure to check it over." She hands you a checklist and disappears down the hall.

Check to be sure that:

- All sentences are complete.
- All sentences help to tell the story.
- The spelling and punctuation are correct.
- You have practiced reading the statement aloud and it is interesting.

Outline your statement on the other side of this Explorer's Log. Then write your final statement on a separate sheet of paper with your name at the top.

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# Deluxe Tour!

## *Cross-Curriculum Connections*

*Postreading Activity*

**Learning Objectives:** Students will be able to extend their knowledge to the areas of social studies and geography. They also will be able to follow directions and use reference sources and note-taking skills as they compose expository paragraphs.

**Directions to the Teacher:** For this activity, allow students to work in groups, each group researching a different country. Countries visited in *World Agent* are Argentina, Brazil, Canada, Chile, Cuba, Haiti, Jamaica, Mexico, Panama, Peru, United States, and Venezuela. (You may want to omit the United States from the list of countries your students can research.)

Encourage students to use a variety of reference resources, including an atlas, travel guides, magazines, and even videotapes, as well as books about the specific countries.

**Alternative Teaching Strategies and Tips:** Remind students to schedule trips to outdoor sights (volcanoes, pyramids) for daylight hours and to allow for adequate travel time based on the distances that are involved and the mode of travel that is used. Encourage them to include specific menus featuring local specialties.

**Answers:** *(Literal, Inferential, and Critical/Creative)* Answers will vary.

**Extension Activity:** *(Critical/Creative)* Plan a Pan-American cultural day. Have each group that researched a country prepare an event for the class. Some possibilities: Prepare a typical snack or dish from the group's country; do a craft project or make a costume; play local music; write and perform a skit featuring a famous person from the country; make a large map of the country illustrated with drawings of points of interest.

*Name* _____ *Date* _____

# Deluxe Tour!

Imagine that you live in one of the countries to which you traveled while on the *World Agent* adventure. Today you received a letter from a friend who lives in Japan and wants to visit you for one week. You must now plan a week's tour that includes places of interest, special experiences, and lots of fun.

Here are some tips to help you plan the tour:

- **Do research** using reference sources such as travel books and an encyclopedia. **Take notes** about activities and places you might want your friend to do, see, or experience (for example, take a hike in a national park or go to a local sports event, see a famous historical monument or an interesting marketplace, or experience a special festival or food).
- **Locate** the sights on a map and **plan** a route. Be sure that you **sequence** your activities efficiently. This means that you will want to visit places that are close to one another before going on to places that are located at a greater distance.
- **Write** a schedule for Monday through Sunday. In paragraph form, describe where you and your friend will go and what you will see and do. For each day, be sure to indicate which activities are planned for the morning, afternoon, and evening. (Remember to leave time to eat, travel from place to place, and get some rest.) Be sure to put your name at the top of the paper.

Get going! Don't waste a minute! Your country is an exciting place!

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# THE MYSTERY OF THE OLYMPIC IMPOSTORS

## Background Information

The first Olympic competition was held in Greece in the Stadium of Olympia in 776 B.C. The only event was a race of about 200 yards, and only men were allowed to run. (Women were not even permitted to be spectators.) Gradually, other events—such as longer races, the discus throw, and wrestling—were added. The games were ended in A.D. 394, and not resumed until the modern Olympics began in 1896. They were organized to promote world peace. Women were first allowed to compete in the modern games in 1900.

In 1924, the Winter Games were instituted. They are held in a different winter resort every four years. The Summer Games are held in the same years in major cities of different countries. Starting in 1994, the two four-year cycles will be staggered, with the Winter Games occurring in 1994 and 1998 and the Summer Games in 1996 and 2000.

Thousands of amateur athletes—male and female—compete in the Olympics. The Summer Games include up to twenty-three different sports, such as track and field, swimming and diving, table tennis, gymnastics, equestrian events, and yachting. There are seven sports in the Winter Games: skiing, bobsledding, luge, figure skating, speed skating, ice hockey, and the biathlon (a combination of cross-country skiing and rifle sharpshooting). Athletes from about 60 countries participate in the Winter Games, and over 160 countries are represented in the Summer Games.

*The Mystery of the Olympic Impostors* takes place at the Olympic Games. Summoned by Detective Friday the 13th, students are deputized to aid in the search for three Olympic athletes from the imaginary country of McCoy. (Three impostors have locked the athletes in the Olympic Hall of Fame.)

In order to enter the stadium, students must navigate an action-filled path loaded with people planning to attend Olympic events. Once inside the stadium, students identify the impostors by quizzing athletes about the Olympics. The impostors will answer the questions incorrectly. The authentic athletes will anwer the questions correctly. During the course of the investigation, students have the opportunity to learn interesting historical facts about Olympic events and heroes.

Once the impostors are identified, the students must locate the kidnapped athletes. If students correctly answer a series of questions based on information they've had the opportunity to learn while looking for the real McCoys in the Hall of Fame, the athletes are freed, and the students are awarded a "personalized medal" (which appears on screen).

There are three randomly generated versions of *The Mystery of the Olympic Impostors*. In version 1, the impostors are all modern pentathletes; in version 2, they are all gymnasts; in version 3, they are neither pentathletes nor gymnasts. Each version also has different questions to test the student/detective's knowledge in the Hall of Fame.

Listed below are the names of the impostors and their event for each version, plus the correct answers to the questions that are asked in the Hall of Fame.

**Version 1—modern pentathletes. Impostors:** Virginia Hamstring (running), Willie Fire (shooting), Leon Guard (fencing). **Answers:** Jim Thorpe, Babe Didrikson, Montreal.

**Version 2—gymnasts. Impostors:** Eileen Over (balance beam), Jim Nastic (parallel bars), Anita Ten (uneven bars). **Answers:** golf, seven, sprinting.

**Version 3—neither modern pentathletes nor gymnasts. Impostors:** Dee Flate (cycling), Paul Volt (track and field), Jack Knife (diving). **Answers:** Tennessee, 1912, ten.

# Independent Reading

The following books are available from Scholastic and will be of particular interest to students who enjoy *The Mystery of the Olympic Impostors* adventure. You may want to buy several copies of each book (or of other books you think would be of interest to your students). "Buddy Books," or books that students can read with friends, foster independent reading and collaborative learning. If several copies of the books are available, students can enjoy the independent reading experience *and* exchange reactions and ideas with their classmates.

*Karate*, by Luke Begarnie. A fully illustrated guide to the background, theory, and basic techniques of karate. The text includes exercises for before and after training sessions.

*Thank You, Jackie Robinson*, by Barbara Cohen. The humorous, touching story of an unlikely friendship between two die-hard baseball fans.

*Home Run Kings: Babe Ruth/Hank Aaron*, by Frank Gault. Interesting and intriguing facts about these two baseball superheroes.

*The Little Gymnast*, by Sheila Haigh. Anda, a talented gymnast, learns that her family can no longer pay for her lessons. Her only chance to become a champion is to win a scholarship competition for which her teachers say she is not ready.

*The Karate Kid Part II,* by B.B. Hiller and Neil W. Hiller, and *The Karate Kid Part III*, by B.B. Hiller. Based on the popular films, these books present the adventures of Daniel and his mentor Mr. Miyagi.

*Sports Bloopers: Weird, Wacky, and Unexpected Moments in Sports*, by Phyllis and Zander Hollander. Comical true moments in sports, including the player who ran the wrong way at the Rose Bowl. More than eighty photographs.

**The Gymnasts,** eight titles by Elizabeth Levy: *The Beginners, First Meet, Nobody's Perfect, The Winner, Trouble in the Gym, Bad Break, Tumbling Ghosts, Captain of the Team.* Each book is about the fun, rivalries, and friendships of girls on the junior team at the Evergreen Gymnastic Academy.

# Student Tips

Listed below are some tips you may want to duplicate and share with your students.

## *Moving Through the Twistaplot*

Use the following keys to enter the Olympic Stadium and move through the adventures in *The Mystery of the Olympic Impostors.*

| Apple IIe/IIe enhanced/IIc/IIc Plus/IIGS |
|---|
| **I** or ⬆ to move up |
| **J** or ⬅ to move left |
| **K** or ➡ to move right |
| **M** or ⬇ to move down |

If you are using an **Apple IIGS**, it is recommended that System Speed be set to Normal when you are trying to enter the Olympic Stadium.

If you are using an **Apple IIc Plus**, it is recommended that you run the program in slow mode, rather than in fast mode. Put the disk in the drive. Hold down the **Open Apple** key, the **Control** key, the **Reset** key, and the **Esc** key simultaneously, then release all four keys. The computer will reboot the program in slow mode.

## *Electronic Olympic Almanac*

Use the *Electronic Olympic Almanac* to learn about past Olympic winners and events.

## Time

You have only one hour in which to find the real McCoys! There are four ways in which you can lose time for your investigation.

- You lose ten minutes for each person you bump into as you enter the Olympic Stadium.
- You lose ten minutes for each innocent athlete you accuse of being an impostor.
- You lose ten minutes for each impostor you mistakenly congratulate for being a real McCoy.
- You lose five minutes for each incorrect answer you give when you are questioned in the Olympic Hall of Fame.

## Password

At any time you want to stop reading the story, press the **Esc** key. The computer will then ask you to type a password. If you want to continue the Twistaplot later, type in a password and remember it! Then, when you use the program again, you can enter your password and continue the story from where you left off.

## Helpful Hints

Here are a few hints to help you separate the real McCoys from the impostors!

- When you meet the athletes, use the *Electronic Olympic Almanac* to make sure they have answered your questions correctly. Don't waste time accusing or congratulating the athletes before you have **checked your facts.**
- During the course of your investigation, you will have the opportunity to learn a lot about past Olympic events and heroes. **Take notes** on what you learn. Your knowledge will help you determine who are the real McCoys.

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# What's It All About?

## *Prior Knowledge and Making Predictions*

*Prereading Activity*

**Learning Objectives:** Students will be able to make predictions and apply their prior knowledge.

**Directions to the Teacher:** Discuss the title, *The Mystery of the Olympic Impostors*. Make sure your students know what the word *impostor* means (a person who pretends to be someone else). Ask them if they can predict anything about the story from the title (*e.g.*, it will be a mystery about the Olympics). Distribute one Explorer's Log to each student, and have the students work independently or collaboratively in small groups.

**Alternative Teaching Strategies and Tips:** Read the introductory paragraph and the questions aloud to your students. Work as a class and write your students' responses on the chalkboard or on an overhead transparency.

**Answers:** *(Inferential)* **1.** Answers will vary. Examples are: **1a.** Who are the impostors? **1b.** What will I learn about the Olympics? **1c.** Where will I find the real McCoys? **1d.** Why can't the real McCoys escape? **1e.** How will I free the real McCoys? (*Literal*) **2.** Answers will vary. Some possibilities include: The Olympics are held every four years; they are held in different countries; you must be an amateur athlete to enter the Olympics.

**Extension Activities:** *(Critical/Creative)* Ask students to imagine that they are reporters attending the Olympics. What questions might their readers have about the Games? (For example: What kinds of events are held at the Olympics? How does a person become eligible to enter the Games? Why are the Olympics held in different countries?) Have students answer the questions by doing research in an encyclopedia or other books. Then have them write a general article, several paragraphs long, on the Olympics.

*Name* _____ *Date* _____

# What's It All About?

Before you start *The Mystery of the Olympic Impostors*, read the paragraph below and answer the questions that follow. They will introduce you to the Twistaplot and help you **predict** what will happen. If you have some idea about what to expect, it may help you **understand** the story and increase your chances of completing the adventure successfully!

> Detective Friday the 13th has called you for help on an important assignment. Three Olympic athletes from the imaginary country of McCoy have been kidnapped and replaced with impostors. The impostors are McCoy's arch enemies and certainly won't try to win any gold medals for McCoy. You will have only one hour in which to find the real McCoys before the Olympic Games begin! Hurry!

**1.** Based on the introduction above, write five questions that you predict will be answered by reading *The Mystery of the Olympic Impostors*. Start your questions with the words below. (Example: What Olympic athletes will I meet?)

**a.** Who _____?

**b.** What _____?

**c.** Where _____?

**d.** Why _____?

**e.** How _____?

**2.** In the story, you will learn many interesting facts about the Olympic Games. But you may already know some information about the Olympics. List three facts you know about the Olympic Games.

**a.** _____

**b.** _____

**c.** _____

After you complete the Twistaplot, review this Log to see how many correct predictions you made!

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# Words of Wisdom

## *Vocabulary*

*Prereading Activity*

**Learning Objectives:** Students will be able to understand vocabulary using context clues, structural analysis, and the dictionary.

**Directions to the Teacher:** Write the five vocabulary words in Explorer's Log 2 on the board. Explain that to successfully complete the Twistaplot, students will need to know the meanings of these words, and that the Explorer's Log will help them. Recommend that students use the dictionary if they need assistance.

**Alternative Teaching Strategies and Tips:** Have your students work collaboratively in small groups to define the vocabulary words.

**Answers:** *(Inferential and Critical/Creative)* **1a.** unclear, confused, uncertain. **1b.** Answers will vary. Some possibilities are *liar* and *pretender*. **1c.** Answers will vary. Some possibilities are *critical* and *equal*. **1d.** Answers will vary. Some possibilities are *interchange, interfere*, and *interject*. **1e.** Answers will vary. Some possibilities are *pentagon* and *athlete*. *(Literal)* **2. baffling:** confusing, puzzling; **fraud:** trickery or a person who is guilty of being deceitful; **rhetorical:** used for style or effect; a rhetorical question is one asked only to produce an effect, not to elicit information; **interrogate:** examine by questioning; **pentathlon:** an athletic contest that is made up of five different events and won by the person who receives the highest total score.

**Extension Activity:** *(Critical/Creative)* Suggest that students keep a list of unfamiliar words they encounter as they read the Twistaplot. Afterwards ask your students to define the words and use at least five of them in a one-page story that is written from the perspective of an Olympic athlete. (Here are some difficult words you can expect students to identify: consecutive, decathlon, eerie, hunch, and vault.)

Name _____ Date _____

# Words of Wisdom

*The Mystery of the Olympic Impostors* contains some important **vocabulary** words. If you understand the meaning of the words, you will increase the likelihood of your successfully completing the Twistaplot.

Here are some words that you will find in the Twistaplot:

**baffling fraud rhetorical interrogate pentathlon**

**1.** Listed below are sentences from the Twistaplot. Read the sentences and complete each activity. If you have difficulty, go on to question 2 and complete question 1 afterwards.

**a.** "I thought I would give you a chance to work on a big, baffling mystery case."
Three **antonyms** for *baffling* are *clear*, *unconfused*, and *certain*. Create three **synonyms** for *baffling* by adding or deleting a **prefix** that means "not" to or from each antonym.

_____

**b.** "She's a fraud. You should accuse her of being an impostor."
The word *fraud* is **synonymous** with *impostor*. Write two more synonyms for *impostor*.

_____

**c.** "'That was a rhetorical question, kid,' Friday says."
The **suffix** *-al* sometimes appears at the end of adjectives. Write two other adjectives that end with the suffix *-al*.

_____

**d.** "Walk into the arena of the athlete you intend to interrogate."
The prefix *inter-* means "among" or "between." Write three words that begin with the prefix *inter-*.

_____

**e.** "The modern pentathlon events are riding, swimming, fencing, shooting and running."
In Greek *penta-* means "five" and *âthlon* means "contest." Write one English word that uses *penta* as a prefix and another for which *âthlon* is a **root**.

_____

**2.** Write a definition for each of the vocabulary words on a separate sheet of paper with your name on it. Use a **dictionary** if necessary.

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# Map It Out!

## *Organizing Information*

*To be worked on as students read the Twistaplot*

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**Learning Objectives:** Students will be able to identify supporting details and use a graphic aid to organize and sequence information.

**Directions to the Teacher:** Show students the story map on Explorer's Log 3. Explain that students are to fill in the map as they read *The Mystery of the Olympic Impostors*. Focus the students' attention on using the story map to track and reinforce their understanding of the plot as it unfolds.

Direct students to the two ovals at the center of the story map. Make sure they understand that that is where they must write the two *main* tasks.

You may want to suggest that your students take notes as they read the Twistaplot, then fill in the story map using their notes when they finish working at the computer.

**Alternative Teaching Strategies and Tips:** Students reading below grade level may read the Twistaplot in pairs. One student can operate the computer while the other student takes notes for the story map.

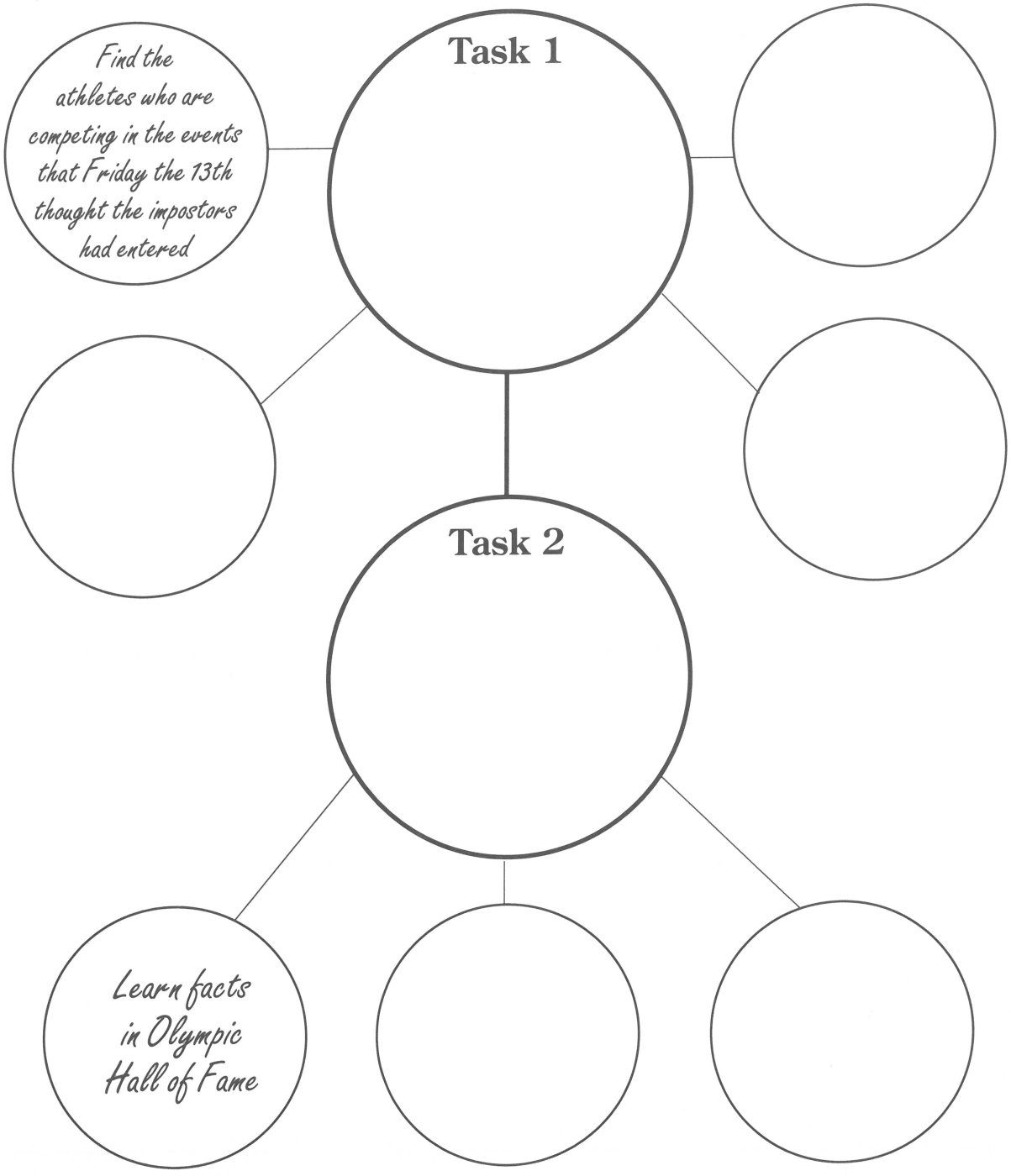
**Answers:** *(Literal, Inferential, and Critical/Creative)* **1. Identify the Olympic Impostors 1a.** Find the athletes who are competing in the events that Friday the 13th thought the impostors had entered; **1b.** ask questions about Olympic history; **1c.** use *Electronic Olympic Almanac* to check the answers; and **1d.** accuse the impostors. **2. Locate and Free the real McCoys 2a.** Learn facts in Olympic Hall of Fame; **2b.** locate athletes; and **2c.** correctly answer questions that are posed.

**Extension Activity:** *(Literal and Critical/Creative)* Have students extend the story map above by creating a new level of branching on which to record greater levels of detail; or have your students make story maps to describe events in their lives, or a school or local event.

Name _____ Date _____

# Map It Out!

Once you arrive in the Olympic Stadium there are two main tasks you need to accomplish. The first is to identify the Olympic impostors and the second is to locate and free the real McCoys. Complete the **story map** by filling in the two tasks and then filling in the things you must do in order to complete each task. (Some of the map has been completed for you.)


Task 1
Find the athletes who are competing in the events that Friday the 13th thought the impostors had entered
Task 2
Learn facts in Olympic Hall of Fame

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# Think About It!

## *Higher Levels of Comprehension*

*To be worked on as students read the Twistaplot*

**Learning Objective:** Students will be able to identify the main idea and supporting details, and take notes.

**Directions to the Teacher:** Explorer's Log 4 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure.

**Alternative Teaching Strategies and Tips:** Have students work collaboratively in small groups. Encourage them to take notes on the ideas they discuss and then have them work individually to write their own complete answers.

Before your students answer question 3, which refers to "sports authorities," you may want to review the concept of an "authority" as an expert on a subject.

**Answers:** *(Literal)* **1.** He calls you because he wants you to help identify three impostors, and then rescue three Olympic athletes. *(Literal)* **2.** By asking the person to answer factual questions about the Olympics; impostors can be identified because they will not know the correct answers. *(Inferential)* **3.** No, because Detective Friday said that the impostors wouldn't be able to correctly answer the questions on the Olympics. You can thus infer that the impostors probably don't know much about sports. *(Critical/Creative)* **4.** If you know the correct answers to the questions you ask, you will not mistake an impostor for a real McCoy. Thus, you will be able to quickly identify all the impostors. (There is a penalty of ten minutes for each person you unjustly accuse.) By using the *Electronic Olympic Almanac* you can check the answers before you make an accusation.

**Extension Activities:** *(Critical/Creative)* Think about... Ask your students to think of situations in which it's best to check your facts before you take an action. In each case, ask your students to list at least one consequence of not checking the facts first. For example, if you don't read the instructions for using an appliance, you may misuse and break the appliance; or if you don't check a map before traveling to a new place, you could get lost or arrive late.

Name _____ Date _____

# Think About It!

You are more likely to succeed in your investigations in *The Mystery of the Olympic Impostors* if you can identify the story's **main idea** and the **supporting details**. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions when you have finished working at the computer. If you need more room to write, use the back of this Explorer's Log and number your answers.

1. Why does Detective Friday the 13th call you?
2. According to Detective Friday the 13th, how can you determine whether or not an athlete is an impostor?
3. Do you think the impostors are likely to be sports authorities? (State your reasons.)
4. Why is the *Electronic Olympic Almanac* a valuable tool?

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# In Conclusion!

## *Higher Levels of Comprehension*

*To be worked on as students read the Twistaplot*

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**Learning Objective:** Students will be able to identify supporting detail, draw conclusions, and take notes.

**Directions to the Teacher:** Explorer's Log 5 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure.

**Alternative Teaching Strategies and Tips:** Have students work collaboratively in small groups. Encourage them to take notes on the ideas they discuss and then have them work individually to write their own complete answers.

**Answers:** *(Literal)* **1.** Answers will vary. Some possibilities are: He gave you a clue about which athletes are the impostors (*i.e.*, pentathletes, gymnasts, or athletes in neither of these areas); he gave you a visionphone so that you could use the *Electronic Olympic Almanac*; and he shared his hunches with you (*e.g.*, that only real Olympic athletes will know the correct answers to questions). *(Inferential)* **2.** He is a very helpful man. *(Inferential)* **3.** Answers will vary. Some possibilities are: He's very strange (he speaks in a strange and eerie voice) and egotistical/proud (he always indicates that he suspected someone was an impostor when you tell him that you've proved that that person is a fraud). *(Critical/Creative)* **4.** Answers will vary. Some possibilities are: Yes, because he is helpful and lets his assistants work on their own. No, because he's strange and egotistical.

**Extension Activity:** *(Critical/Creative)* Think about... Ask your students to think about the skills and personality traits that would be helpful to a real detective. Write their responses on the board and the reasons why they think these skills and personality traits would be important. (For example, they might suggest that a real detective would need to be able to pay attention to details so that he or she could find clues.) After you've completed the discussion, you may ask your students to write a "Help Wanted" advertisement for a detective using the list of skills and traits to describe the type of person that is desired.

*Name* _____ *Date* _____

# In Conclusion!

You are more likely to succeed in your investigations in *The Mystery of the Olympic Impostors* if you can **draw conclusions** about the **supporting details** in the story. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions on a separate sheet of paper when you have finished working at the computer. Write your name on the paper and number each answer.

1. List at least three occasions on which Detective Friday the 13th provided you with assistance or useful information.
2. What can you conclude about Detective Friday the 13th's character based on his actions?
3. What can you conclude about Detective Friday the 13th's personality based on the way in which he speaks to you? (State your reasons.)
4. Do you think that Detective Friday the 13th would be a good person to work for? (State your reasons.)

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# Getting the Effect You Want!

## *Higher Levels of Comprehension*

*To be worked on as students read the Twistaplot*

**Learning Objective:** Students will be able to understand cause-and-effect relationships and take notes.

**Directions to the Teacher:** Explorer's Log 6 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure.

**Alternative Teaching Strategies and Tips:** Have students work collaboratively in small groups. Encourage them to take notes on the ideas they discuss and then have them work individually to write their own complete answers.

**Answers:** *(Literal)* **1.** For each person you bumped into, you lost ten minutes from your hour in which to investigate the mystery. *(Inferential)* **2.** Each time you incorrectly accuse someone of being an impostor, you lose ten minutes from your hour in which to investigate the mystery. *(Critical/Creative)* **3.** Answers will vary. A possibility is: You would have no way of being sure of whether a person's response to your question was correct or not. Thus, you would probably incorrectly accuse people more frequently and you might run out of investigation time as a result. (C*ritical/Creative)* **4.** Answers will vary. A possibility is: You would be less likely to be able to complete the Twistaplot because it would end more quickly.

**Extension Activity:** *(Critical/Creative)* Think about... Build on your students' prior knowledge by asking them to describe cause-and-effect relationships based on their knowledge of history (*e.g.*, Cause: Many colonists did not want to be under the rule of the British government. Effect: Rebellious colonists staged the American Revolution, winning independence. Cause: The ocean liner *Titanic* rammed a glacier on its maiden voyage across the Atlantic. Effect: The ship sank, with much loss of life. Cause: An earthquake took place in San Francisco in October, 1989. Effect: Many people were killed, and many buildings and highways were destroyed.)

*Name* _____ *Date* _____

# Getting the Effect You Want!

You are more likely to succeed in *The Mystery of the Olympic Impostors* if you understand **cause-and-effect relationships**. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions when you have finished working at the computer. If you need more room to write, use the back of this Explorer's Log and number your answers.

1. When you tried to enter the Olympic Stadium, what was the effect of your bumping into members of the crowd?
2. Describe the cause-and-effect relationship between mistakenly accusing a real athlete of being an impostor and losing time from your investigation.
3. What would be the effect on the story if you did not have the *Electronic Olympic Almanac*?
4. What would be the effect on the story if you had only twenty minutes in which to solve the mystery?

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# Be a Hero!

## *Writing for Reflection*

*Postreading Activity*

**Learning Objectives:** Students will be able to follow directions, compose expository paragraphs, and write for reflection.

**Directions to the Teacher:** Start the lesson with a discussion of activities students enjoy doing and subjects they enjoy learning and reading about. Ask them if, over the course of time, they have come to enjoy these activities and subjects more. Guide them to an understanding of the fact that often the more you know about an activity or subject, the more you appreciate the skill and knowledge it requires. Then, distribute Explorer's Log 7 and encourage the students to spend time thinking and taking notes on random ideas before they write their outline or composition.

**Alternative Teaching Strategies and Tips:** Before students write, you may want to ask them to work collaboratively in groups or pairs to brainstorm together. You may also want to formally apply process writing strategies including *prewriting, writing, revising, proofreading,* and *publishing* activities.

**Answers:** *(Critical/Creative)* Answers will vary.

**Extension Activity:** *(Literal and Critical/Creative)* After students complete their compositions, have them illustrate their present level of skill or knowledge in their field of interest in an oral presentation before the class.

*Name* _____ *Date* _____

# Be a Hero!

One of the reasons it is exciting to be an Olympic hero is that when you win a medal, you know that you're one of the world's best athletes. Have you ever wanted to be the best or one of the best at doing something?

**Think about** what you would like to learn to do very well and write a composition about it. Include the following information:

- Explain why you want to learn to do the activity well.
- Give examples of what makes the activity interesting and what makes it difficult.
- Describe the skills and knowledge you need in order to succeed.
- Describe any experience you have and your plans for improving your skills.

Write four or five paragraphs. When you have finished writing, choose a partner. Read your compositions out loud to each other to make sure they make sense and are interesting. Exchange papers with one another so you can make suggestions for improvement, such as add more **detail**, **clarify sentence meaning**, and use a **more appropriate word**. Check **spelling**, **grammar**, and **punctuation**. Be sure to write your name at the top of your paper.

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# My Hero!

## *Cross-Curriculum Connections*

*Postreading Activity*

**Learning Objectives:** Students will be able to extend their knowledge to the subject of sports. They also will be able to follow directions, use reference sources, take notes, make an outline, and write expository paragraphs.

**Directions to the Teacher:** Have students work alone, or divide the class into groups, with each group focusing on a different sport or Olympic hero. Direct students to reference resources, such as encyclopedias, almanacs, and other library materials including sports journals and books.

**Alternative Teaching Strategies and Tips:** You may want to formally apply process writing strategies including *prewriting, writing, revising, proofreading,* and *publishing* activities.

**Answers:** *(Literal and Critical/Creative)* Answers will vary.

**Extension Activity:** *(Critical/Creative)* If students have chosen to write about an Olympic hero who is still alive, they may want to write a letter to that person. Olympic athletes can be reached by writing to them by name, c/o Community Affairs Department, The United States Olympic Committee, 1750 East Boulder Street, Colorado Springs, Colorado 80909. Telephone: 719/632-5551.

Name _____ Date _____

# My Hero!

In *The Mystery of the Olympic Impostors*, you learned some facts about a group of great Olympic athletes. Here is your chance to learn more about these special people. In this activity, you will **research** the life and accomplishments of an Olympic hero. You can select one of the athletes listed here or choose an Olympic athlete who is not on the list.

| ATHLETE | SPORT | YEAR(S) WON MEDAL(S) |
|---|---|---|
| Jim Thorpe | Track | 1912 |
| Duke Kahanamoku | Swimming | 1912, 1920 |
| Babe Didrikson | Track | 1932 |
| Jesse Owens | Track | 1936 |
| Wilma Rudolph | Track | 1956, 1960 |
| Bruce Jenner | Track | 1976 |
| Mark Spitz | Swimming | 1968, 1972 |
| Margaret Murdock | Shooting | 1976 |
| Bart Conner | Gymnastics | 1984 |
| Mary Lou Retton | Gymnastics | 1984 |
| Carl Lewis | Track | 1984, 1988 |
| Greg Louganis | Diving | 1976, 1984, 1988 |
| Jackie Joyner-Kersee | Track | 1984, 1988 |

Use reference books to locate information that answers the following questions. Be sure to **take notes**.

1. Where and when was the athlete born?
2. How did he or she first become interested in sports?
3. What special obstacles (if any) did the athlete have to overcome?
4. When did he or she first compete in the Olympics and what happened at the Olympics?
5. What happened to the athlete in the years after the Olympics in which he or she competed?

When you have completed your research, make an **outline** of your report, and then use your outline to write your final report. Use separate sheets of paper for your outline and your report, and be sure to put your name at the top of each.

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# APPENDIX

## Educator's Guide to Software Copyright Policies and Ethics

Scholastic believes educators are committed to protecting the intellectual property rights of software authors and publishers. At the same time, we have heard from many of you that the copy protection code often inconveniences or impedes the legitimate use of our software.

Beginning August 1, 1989, we have taken the extraordinary step of publishing *all* new Scholastic software without any copy protection code and have even removed such coding from our major products published before that date. For your further convenience and cost savings, we are also offering Customized Lab Packs and Site Licenses for these products. We hope other publishers will soon follow our lead in saying to educators: "You trust us; we trust you."

The following policies and procedures have been developed to protect the copyrights of Scholastic and its authors while at the same time providing educators with the greatest possible convenience when using Scholastic software. These policies are consistent with the 1987 Statement on Software Copyright issued by the International Council for Computers in Education (ICCE). Relevant sections from that document and a model copyright policy from the New York City Board of Education are included for your reference.

## Scholastic Software Copyright Policy

I. All Scholastic non-copy-protected software packages consist of one Archival disk or set of disks, a Legal Copy label for each disk, and appropriate documentation. No back-up disk(s) are included since the Archival disk(s) will be the back-up(s) once Legal Copies are made.

II. As with all Scholastic software, non-copy-protected programs may be evaluated **free** for up to 30 days. During that time, the user MAY NOT make copies of any disks or documentation.

III. If the customer decides to purchase the software, the enclosed Software License and Warranty Agreement **must** be filled out and returned to Scholastic.

IV. The user then **must** use the Archival disk(s) to make one and only one Legal Copy of each Archival disk, for use at any one time.

V. Each Legal Copy disk **must** be labeled with the Scholastic Legal Copy label on which the user has entered the serial number provided on the Software License and Warranty Agreement.

VI. **Only** the Legal Copy may be used for educational purposes. The Archival disk **must** be stored, to be used again *only* to recopy the program if the Legal Copy becomes defective.

VII. Under **no** circumstances may the Legal Copy be used to make additional copies.

VIII. Schools needing multiple copies of a Scholastic program **may** either buy multiple Legal Copies in the form of Customized Lab Packs or purchase a Site License which entitles them to make unlimited Legal Copies for use within a designated school.

IX. Under Scholastic's unique LIFETIME WARRANTY, if the Archival disk or the Legal Copy disk itself becomes defective, it may be returned to Scholastic for a free replacement, no questions asked, no shipping or handling charge. However, please note that to be eligible for this Warranty, the customer **must** have filled out and returned to Scholastic the Software License and Warranty Agreement.

X. Customers currently owning copy-protected versions of titles that will now be published without the copy protection code are entitled to purchase non-copy-protected Legal Copies at low Customized Lab Pack prices. With such a purchase, the customer may also request the Archival disk(s) to be used to recopy the program, in case of Legal Copy disk failure.

XI. Scholastic programs are **not** to be loaded into more than one computer at a time, unless a Network License has been purchased from Scholastic. This restriction includes hard-disk-based networks, floppy-disk-based networks, and any and all multi-loading devices.

XII. Many Scholastic programs have been designed to be RAM-resident so that they can be removed from computers equipped with only a single disk drive, freeing the disk drive for graphics, data, or spell-checking disks. These programs are **not** intended to be multi-loaded. We believe multi-loading to be an educationally, economically, and legally unsound practice. It wastes valuable instructional time, may limit access to program options that are not wholly RAM-resident, and often leads to premature disk failure. Moreover, it violates the copyrights of our authors and is inconsistent with the rest of our Software Copyright policies which prohibit unauthorized copying, whether the copy is a temporary one (in RAM) or a permanent one (on disk).

We believe the policies listed above will serve the best interests of our customers, our authors, and the field of educational computing.

## Excerpts from the 1987 Statement on Software Copyright: An ICCE Policy Statement

*The following recommendations and guidelines were approved by the Board of Directors of ICCE in Jan., 1987, after having been developed by the 1986 ICCE Software Copyright Committee.*

### ICCE SUGGESTED SOFTWARE USE GUIDELINES

The 1976 U.S. Copyright Act and its 1980 Amendments remain vague in some areas of software use and its application to education. Where the law itself is vague, software licenses tend to be more specific. It is therefore imperative that educators read the software's copyright page and understand the licensing restrictions printed there. If these uses are not addressed, the following Guidelines are recommended. These Guidelines do not have the force of law, but they do represent the collected

opinion on fair software use by nonprofit educational agencies from a variety of experts in the software copyright field.

**Back-Up Copy** The Copyright Act is clear in permitting the owner of software a back-up copy of the software to be held for use as an Archival copy in the event the original disk fails to function. Such back-up copies are not to be used on a second computer at the same time the original is in use.

**Multiple-Loading** The Copyright Act is most unclear as it applies to loading the contents of one disk into multiple computers for use at the same time. In the absence of a license expressly permitting the user to load the contents of one disk into many computers for use at the same time, it is suggested that you not allow this activity to take place. The fact that you physically can do so is irrelevant. In an effort to make it easier for schools to buy software for each computer station, many software publishers offer lab packs and other quantity buying incentives. Contact individual publishers for details.

**Local Area Network Software Use** It is suggested that before placing a software program on a local area network or disk-sharing system for use by multiple users at the same time, you obtain a written license agreement from the copyright holder giving you permission to do so. The fact that you are able to physically load the program on the network is, again, irrelevant. You should obtain a license permitting you to do so before you act.

## Model District Policy on Software Copyright

*The following model policy was developed by the ICCE Software Copyright Committee, which recommended that school districts approve a policy along these or similar lines.*

It is the intent of [district] to adhere to the provisions of copyright laws in the area of microcomputer software. It is also the intent of the district to comply with the license agreements and/or policy statements contained in the software packages used in the district. In circumstances where the interpretation of the copyright law is ambiguous, the district shall look to the applicable license agreement to determine appropriate use of the software (or the district will abide by its own approved software use guidelines).

We recognize that computer software piracy is a major problem for the industry and that violations of copyright laws contribute to higher costs and greater efforts to prevent copying and/or lessened incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

1. The ethical and practical implications of software piracy will be taught to educators and school children in all schools in the district (*e.g.,* covered in fifth-grade social studies classes).
2. District employees will be informed that they are expected to adhere to section 117 of the 1976 Copyright Act as amended in 1980 governing the use of software (*e.g.,* each building principal will devote one faculty meeting to the subject each year).
3. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure this software from copying.
4. Under no circumstances shall illegal copies of copyrighted software be made or used on school equipment.
5. [Name or job title] of this school district is designated as the only individual who may sign license agreements for software for schools in the district. Each school using licensed software should have a signed copy of the software agreement.
6. The principal at each school site is responsible for establishing practices which will enforce this district copyright policy at the school level.

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## Summary of Key Points

*Scholastic recommends that school districts post a summary of the key points of their Copyright Policy wherever computers are in use in district buildings. For example, the New York City Board of Education prints the following information on a large poster that is posted conspicuously in every computer room, and next to computers that are available for staff and student use:*

**Copyright Law Restated**

**New York City Board of Education**
**Division of Computer Information Services**
**Office of Technical Assistance and Support**
**131 Livingston St., Brooklyn, N.Y. 11201**

**SOFTWARE POLICY**

1. Duplication of copyrighted software is prohibited, except for a single Archival copy not to be used simultaneously with the original.
2. School computers may not be used to illegally duplicate copyrighted software.
3. The school must contact software publishers to obtain written permission and procedures for making back-up and multiple copies, other than a single Archival back-up.
4. The school must obtain written permission from the publisher to download or network programs to other microcomputers.
5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.
6. The school must obtain the written permission of the publisher to use the original software and its back-up simultaneously.
7. The Principal of each school is responsible for establishing practices which will enforce this policy on the school level.
8. This policy should be posted conspicuously in every computer room, and next to computers that are available for staff and student use.
9. Violators of this software policy will be subject to disciplinary action.

These regulations are applicable to all Board of Education facilities.

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# *Notes*

# *Notes*

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# Notes